

## EQAC “Establishment and Development of Quality Assurance Centers in Azerbaijan Universities”

586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP

### Final Report of Azerbaijan State Pedagogical University on preparation of Pilot Program

#### 1) Pilot program and subjects

English Language teaching was determined as a pilot program by the pilot commission and approved by the rector of university. Total number of Bachelor students of this program was 40. Pilot program has 8 teachers and name of the teachers, pilot subjects are provided on **Annex 1 – official documents for selection of pilot program, subjects and teachers.**

#### 2) Program commission

Pilot Commission was established on October 30, 2019. The commission consists of seven members, including Vice-rectors on academic and international affairs, Director of Education Department, Head of teaching technology and accreditation unit, Dean of the Faculty of Philology, Head of the Foreign Language Centre and Head of Quality Assurance Department.

The responsibilities and the tasks of Program commission are:

- To organize regular meetings to discuss current tasks and responsibilities of the project
- To define pilot commission members, pilot program, teachers who will teach in selected program and subjects will be taught pilot students
- To provide teachers involved in pilot program with relevant materials in order to make them consider European standards (ESG) and new methods when designing new syllabuses
- To conduct surveys among students and teachers
- To attend trainings and surveys
- To develop reports on conducted surveys
- To develop syllabus, plan lesson, select materials

**Official document about the approval of program commission is provided on Annex 2.**

#### 3) Monitoring of Pilot teachers’ teaching method

The goal of the monitoring was to study what methods are used by teachers of English in the course of teaching the subjects selected as a pilot ones. 5 lessons were observed and mainly Galib Sharifov (Head of Quality Assurance Department), Leyla Aliyeva (Head of Teaching Technology and accreditation unit), Ulviyya Hajiyeva (Head of the Foreign Languages Centre) were involved in this monitoring process. The observation showed that the majority of teachers use modern teaching methods using computers, video and audio materials. It also demonstrated the low use of interactive whiteboards which may be caused by the low equipment of the university with them.

**Report on monitoring of Pilot Teachers is provided on Annex 3.**

#### 4) Trainings for teaching staff

8 trainings which were related to quality issues were organized for teaching staff. Approximately 50 teachers including pilot program teachers were involved in these trainings.

As a result of the trainings, the teachers were trained in Bologna process; Role of various stakeholders in the study program development; Principles of the EHEA's Quality Assurance; use of ESG for syllabuses and curriculum development; student involvement in the study program development; Program evaluation and accreditation; Difference between the program goal and learning outcomes; How to write learning outcomes; **Approved Agenda of trainings (link to news) and report on training are provided on Annex 4.**

#### **5) Conducting survey among teaching staff**

52 participants were involved in survey.

The survey showed that as a result of the program, there is a good understanding among the pilot teachers of their role and importance of their better interaction with other stakeholders of the education process. In addition, the teachers and administrative employees gained the knowledge in student-oriented approach, learning outcomes, Bloom taxonomy, new teaching methods, etc.

**Report on survey of teaching staff is provided on Annex 5.**

#### **6) Trainings for students**

Number of trainings organized: 1 training which covered 4 topics was organized for students. More than 50 students participated in the training.

As a result of the training, the students were trained in students' role in the Quality assurance system, application of new teaching methods, learning outcomes, student-oriented approach, stages of the project development, new assessment methods, etc.

**Report on student trainings is provided on Annex 6.**

#### **7) Survey among students**

More than 250 students were involved in online survey. As main findings, the survey revealed a distinct change in approaches and attitudes of the students toward the teachers and students' role, their rights and responsibilities in the learning process, their relationships. They start understanding what they are expected to learn and to be able to do as a result of the learning process, how their abilities are to be assessed, how their role in the course design is to change once the traditional classroom setting is replaced by student-centered approach, etc.

**Report on student survey is provided on Annex 7.**

#### **8) Updated program**

8 syllabuses were updated (Country study; Methodology - 2; Reading and Speech – 1 (upper reading and speech); Pronunciation Skills – 2; Grammar Skills - 2; Speaking and Listening -2; Reading and Speech (intermediate reading and speech); Reading and Writing - 2.) by taking European standards.

8 teachers involved in updating syllabuses including teaching methods and assignments. Updated syllabuses and approved teaching methods and assignments are provided on **Annex 9, 10.**

## Annex 1 – official documents for selection of pilot program, subjects and teachers.



### PILOT PROGRAMME

For "Establishment and development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)  
Erasmus+ CBHE Project

### PILOT PROGRAM

"Azərbaycan universitetlərində keyfiyyət nəzarət mərkəzlərinin yaradılması və inkişafı" adlı Erasmus+ CBHE layihəsi çərçivəsində

In English

Pilot programme: English language teaching

No	Pilot subjects
1.	Country Study
2.	Methodology - 2
3.	Reading and Speech -1 (upper reading and speech)
4.	Pronunciation Skills - 2
5.	Grammar Skills- 2
6.	Speaking and Listening - 2
7.	Reading and Speech (intermediate reading and speech)
8.	Reading and Writing – 2

Azərbaycan dilində

Pilot program: İngilis dili məsələliyi

No	Pilot fənlər
1.	Ölkəşünaslıq
2.	Xarici dilin tədrisi metodikası - 2
3.	Xarici dilə oxu və nitq - 1 (yüksək oxu və nitq)
4.	İngilis dilində tələffüz bacarığı - 2
5.	İngilis dilində qrammatika bacarığı - 2
6.	İngilis dilində danışmaq və dinləmə - 2
7.	Xarici dilə oxu və nitq (orta oxu və nitq) - 2
8.	İngilis dilində oxu və yazı - 2

REKTOR:



professor Cəfər Cəfərov



### TEACHERS INVOLVED IN PILOT PROGRAMME

For "Establishment and development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)  
Erasmus+ CBHE Project

### PILOT PROGRAMMA CƏLB OLUNAN MÜƏLLİMLƏR

"Azərbaycan universitetlərində keyfiyyət nəzarət mərkəzlərinin yaradılması və inkişafı" adlı Erasmus+ CBHE layihəsi çərçivəsində

In English

1.	Assoç. prof. Nailə Alizadə
2.	Assoç. prof. Fəridə İsayeva
3.	seni'lec. Səbinə İsgəndərova
4.	seni'lec. Mirvət Qasımovna
5.	seni'lec. Nəzərin İsmayılova
6.	seni'lec. Yasaman Babayeva
7.	seni'lec. Aytən İbrahimova
8.	seni'lec. Jəfər Səmədova

Azərbaycan dilində

1.	Dox. Nailə Əlizadə
2.	Dox. Fəridə İsayeva
3.	h'ım. Səbinə İsgəndərova
4.	h'ım. Mirvət Qasımovna
5.	h'ım. Nəzərin İsmayılova
6.	h'ım. Yasaman Babayeva
7.	h'ım. Aytən İbrahimova
8.	h'ım. Jəfər Səmədova

REKTOR:



professor Cəfər Cəfərov

## Annex 2. Official documents about the approval of program commission



### PILOT PROGRAMME COMMISSION

For "Establishment and development of Quality Assurance Centers in Azerbaijan Universities" (EQAC)

Erasmus+ CBHE Project

### PILOT PROGRAM KOMİSSİYASI

"Azərbaycan universitetlərində keyfiyyət nəzarət mərkəzlərinin yaradılması və inkişafı" adlı Erasmus+ CBHE layihəsi çərçivəsində

In English

Azərbaycan dilində

Commission member	
1.	Eldar Aslanov- Vice rector for Academic Affairs
2.	Nigar Abbaszade – Vice rector for International Affairs
3.	Sanan Aliyev – Director of Educational Department
4.	Leyla Aliyeva – Head of teaching technology and accreditation unit
5.	Mahira Naghiyeva – Dean of the Faculty of Phytology
6.	Ulviyya Hajiyeva – Head of the Foreign Languages Centre
7.	Galib Sharifov – Head of Quality Assurance Department

Komissiya üzvləri	
1.	Eldar Aslanov – Tədris işləri üzrə prorektor
2.	Nigar Abbaszadə - Beynəlxalq əlaqələr üzrə prorektor
3.	Sənən Əliyev – Tədris departamentinin direktoru
4.	Leyla Əliyeva – Tədris texnologiyaları və akkreditasiya bölməsinin müdiri
5.	Mahira Nəğiyeva – Fəhriyyəçilik Fakültəsinin dekanı
6.	Ulviyyə Hacıyeva – Xarici Dillər Mərkəzinin müdiri
7.	Qalib Şərifov – Keyfiyyətin təminatı şöbəsinin müdiri

REKTOR:



professor Cəfər Cəfərov

## Annex 3: Report on monitoring

### Report on monitoring of the pilot teachers' teaching methods in ASPU

#### The goal of the monitoring.

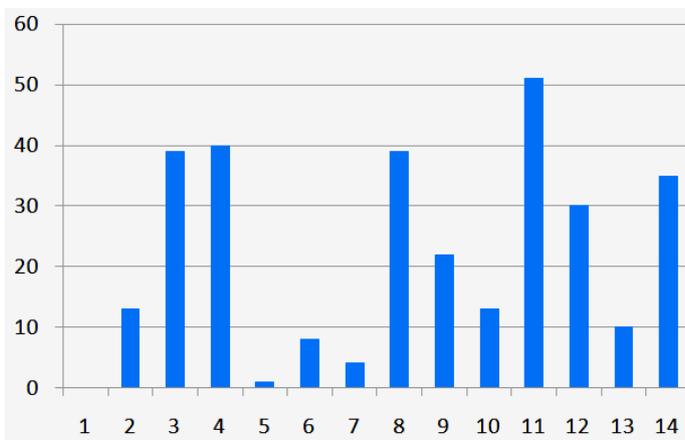
It is known that with the development of technologies in the field of education, new methods are also being introduced. Therefore, as the main goal, it was proposed to study what methods are used by English teachers during the lesson, selected as a pilot specialty in ASPU.

#### Results

52 teachers of the pilot specialty participated in the monitoring. They were interviewed on the following issues.

What teaching methods do you use in your lessons?

1. Traditional method of lectures
2. Demonstration of attributes of the taught subject
3. Practical tasks (performing tasks in practice)
4. Discussions (exchange of views/knowledge)

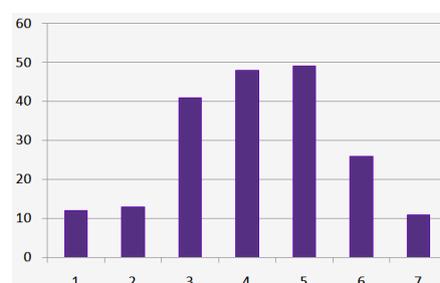


5. A concept map
6. Case study
7. Graphical method
8. Group work and projects
9. Problem
10. Free work using publications, articles, and various data sources
11. Group game
12. Write an essay
13. Portfolio methods
14. Methods of presentation

From the survey it is evident that no teacher uses the traditional method. 98% of respondents conduct classes at the University in a group form. During the monitoring, it was found that the observations are compatible with the results of the survey. This can also be an indicator of the effectiveness of training sessions conducted within the EGAC project with these teachers.

What tutorials / equipment do you use in your lessons?

1. Graphic projector
2. Multimedia equipment
3. Video materials
4. Audio materials
5. Computers
6. The Internet
7. Interactive whiteboard



As can be seen from the survey, 94.2% of teachers and 92.3% use computers and audio materials, respectively. The results of the monitoring also showed that teachers actually use ICT in an organized way. But the fact that 21.2% of students use interactive whiteboards can be explained not only by their ability to work with these whiteboards, but also by the lack of interactive whiteboards at the University. Monitoring tests have also shown that some teachers have a low ability to work with these number boards.

### Conclusions

Based on the above facts, it should be noted that the training conducted within the framework of the EGAC project has had a huge impact on the development of practical skills of teachers, as well as instilling the skills of teachers to use new motives.



- Writing Learning Outcomes and their use in evaluation and accreditation;
- Designing learning outcomes in compliance with the labor market requirements;
- Need for transformation from the traditional teacher-centered education approach to the student-centered education process;
- Generic and professional competencies.

At the end of training sessions, the participants have discussed the existing shortcomings in teaching and learning processes. Using the obtained knowledge the participants presented their suggestions on how to overcome these shortcomings. They were also assigned to use this knowledge for development of their own syllabi. The training information was published in our university and project's websites:

<http://eqac.az/en/news-and-events/6/239>

<http://eqac.az/en/news-and-events/6/238>

<https://www.facebook.com/photo/?fbid=778829795901013&set=a.411097249340938>

## **Annex 5: Report on survey of teaching staff**

### **REPORT OF A SURVEY AMONG TEACHERS IN THE SPECIALTY OF "ENGLISH TEACHER"**

**at**

**AZERBAIJAN STATE PEDAGOGICAL UNIVERSITY**

#### **The goal of the survey.**

The **goal** of the teachers' survey was **to determine the attitude of teachers towards teaching and certain activities** related to teaching in ASPU as the result of series of trainings for the teachers of "English teacher" specialty. This specialty was chosen as a pilot one within the framework of the EQAC project. These trainings were held at the ASPU in December, 2019 and covered the following issues:

- Bologna process;
- Role of various stakeholders in the study program development;
- Quality Assurance system;
- Principles of the EHEA's Quality Assurance;
- ESG;
- Program evaluation and program accreditation;
- Difference between the program goal and learning outcomes;
- How to write learning outcomes

#### **Methodology**

Paper anonymous survey was held among 52 teachers (both those who have attended the training and those who have not attended). The participants were offered to reply sets of questions ranging from the compliance of the study programs to the needs of the labor market, the teachers' potential and abilities, the students' willingness to learn, the existent university resources and infrastructure, etc.

#### **Results**

A survey was conducted among 52 teachers of the pilot specialty. The results of the survey were entered into the database and analyzed using the EXCEL tool. The survey participants were offered 5 options for

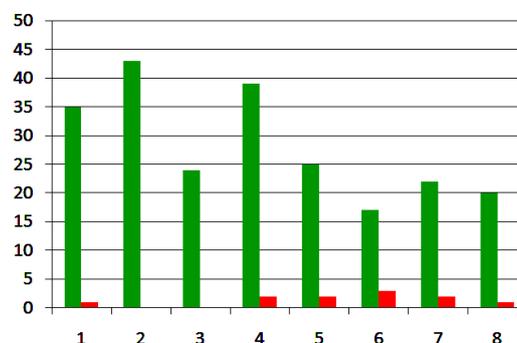
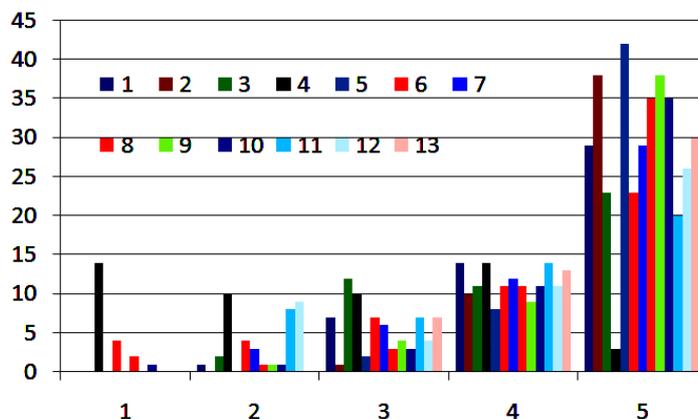
answering each question. Each question is rated on a 5-point system-1 is "weak" and 5 is "excellent". The results are shown below.

- 80.8% of teachers say that at the University, the teacher-student relationship is at the highest level, and the material and technical base is at the lowest level.
- 82.7% of teachers demonstrated the ability to use interactive teaching and learning methods, and 32.7% of teachers have research potential.
- 92.3% of teachers prefer to develop their skills by participating in seminars and trainings. No teacher wants to develop these skills with a master's degree.
- 88.5% of teachers stated that there are not enough technical accessories in the classrooms to make the learning process even more effective. But 67.3% of teachers say the workload is optimal.
- 44.2% of teachers participating in the survey update the content of the subject, linking it to existing publications, educational materials in the ASPU library, 23.1% of those who do not update.
- 67.3% of teachers believe that ASPU students show initiative, and 19.2% of teachers say that they are not interested in studying.
- 90.4% of teachers use interactive and stimulating methods to create motivation in the learning process. Only 19.2% of teachers believe that with their personal skills and qualities they can create enthusiasm in their students.
- 76.9% of teachers believe that the main difficulty in evaluating students' results is that students do not have enough time to read lessons freely.
- 51.9% of teachers say that they do not inform students about distance education.
- 61.5% of teachers noted that the internal environment in ASPU is at the highest level.

## Statistics

1. Quality of ASPU activities. 5-point system-1 stands for "weak" whether 5 stands for "excellent".

1. Compliance of training programs with labor market requirements
2. Teacher skills
3. Application of innovations in teaching methods in the organization of the educational process
4. Material and technical base and educational building (for example educational supplies and used in classrooms, lectures.c) compliance with the requirements of the day and use in the educational process
5. Relations between teachers and students
6. Quality of implementation of the exchange program for students and teachers
7. Updating and improving the content of training programs
8. Organization of work to improve the skills of teachers
9. Providing individual and professional support to students in the learning process.
- 10 Providing you with instructions in your training activities
- 11 Systematic conduct of applied research and the degree of its influence on the quality of educational programs
- 12 Level of cooperation with companies and organizations
- 13 Participation of quality personnel in ASPU activities



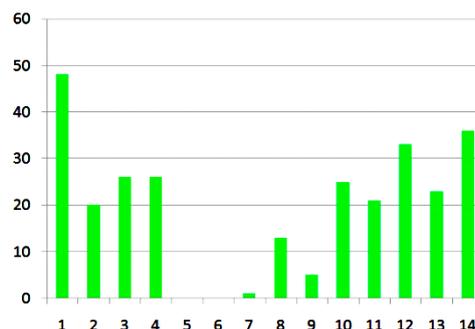
## 2. Teachers; strengths and weaknesses

1. My professional skills

2. My ability to apply interactive teaching and learning methods
3. I have the ability to apply professional and General skills in the learning process
4. I have the opportunity to collaborate with students and instill values
5. I have the opportunity to link the curriculum and methods of teaching and evaluation to achieve certain results in science.
6. My research potential
7. My practical experience in educational activities
8. Practical knowledge of the subject that I teach during the practice period

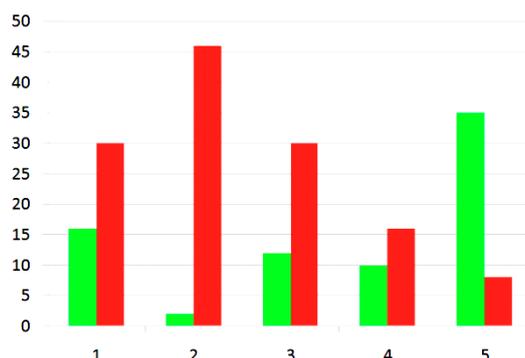
3. What methods do you plan to develop your skills in the future?

1. I will participate in seminars and trainings
2. I'm going to take a refresher course
3. I will make presentations at conferences
4. I will participate in conferences as a listener
5. I will get a master's degree as a continuation of my bachelor's education
6. I will get a master's degree in another undergraduate field
7. Although I have a master's degree, I'm going to get a second master's degree in another field.
8. I will enter the doctoral program
9. I will share the experience I have gained in European universities with others in the trainings I have organized
- 10 I will participate in trainings as a specialist
- 11 I will be engaged in research activities
- 12 I will participate in internship programs that will be organized in the country or abroad
- 13 I will participate in exchange programs
- 14 I will prepare and publish articles related to my research activities

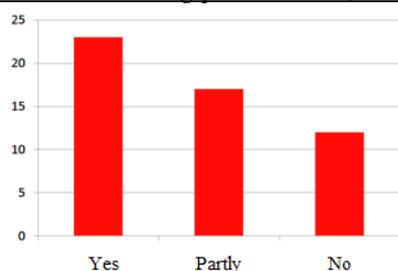


4. Are there appropriate conditions in ASPU that will help you ensure the quality of your work?

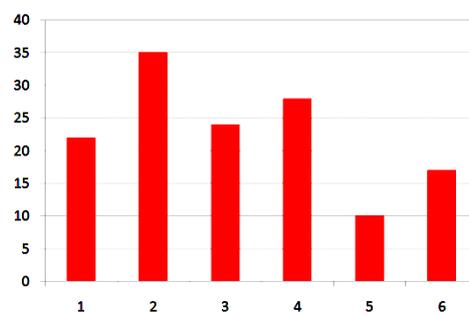
1. Insufficient / insufficient training facilities and materials in the library
2. Availability/absence of technical accessories in classrooms to make the learning process more effective
3. Availability/absence of favorable conditions for the preparation of training materials
4. Organization/lack of a suitable environment for preparing lectures
5. Your workload is optimized/ not optimal



5. Do you update the content of your academic subject related to existing publications, training materials in the ASPU library?



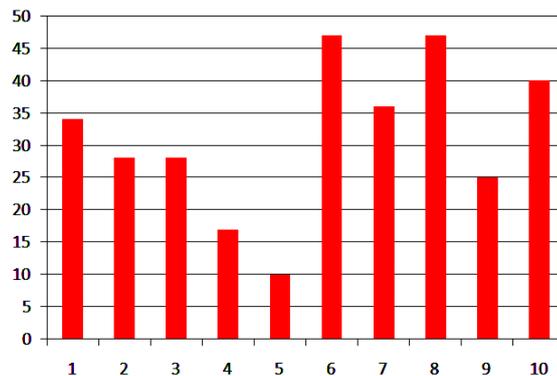
6. What are your thoughts about ASPU students?



1. Active, moving towards your goals
2. Show the initiative
3. Responsible
4. Capable
5. Not wanting to learn
6. A student who does not want to study on their own is involved in many extracurricular activities

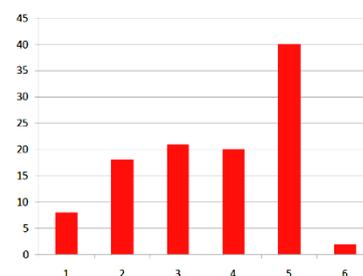
7. What methods can you use to interest and interest a student in the subject you are teaching?

1. We regularly discuss the role of the discipline in their future professional activities
2. Practical method
3. I give them comprehensive Instructions on what to do
4. Without devoting much time to traditional lectures in training, I encourage them to interact and experience
5. I give them a program that lists the latest gebul dates and evaluation criteria that they can work with on their own
6. I use interactive and stimulating methods in the learning process
7. In my lessons, I create an environment that can create a mutual exchange of views
8. I do my best to make the subject I teach interesting and understandable
9. When performing tasks for students, I accurately plan the time for completing tasks according to the set time sizes.
- 10 I think my personal skills and qualities create a spirit in my students

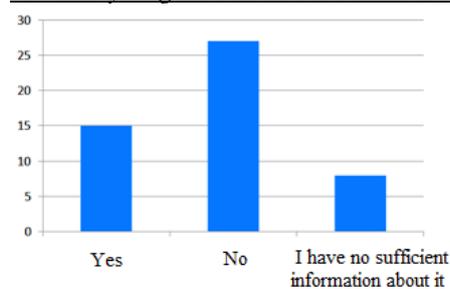


8. What difficulties do we face when evaluating students' results ?

1. The assessment methods used do not fully measure the level of student plaque
2. Students do not pay enough attention to the study of theoretical materials
3. Students do not use the time allotted for consultations
4. Students do not tend to get information from sources related to the lesson
5. Students don't spend enough time reading lessons freely
6. Regular submission and evaluation of tasks during the training process leads to incorrect measurement of training results

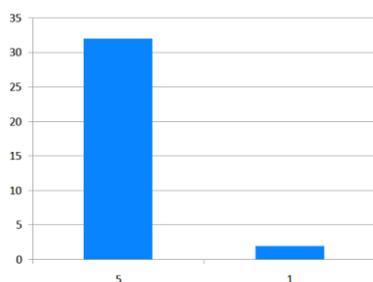


9. Have you given advice on distance education to students temporarily located outside Azerbaijan?



10. Evaluate the internal environment in ASPU using a 5-point system.

1 stands for "bad " and 5 stands for " excellent "



### Conclusions

Due to the anonymous nature of the survey, it was impossible to distinguish the answers of the teachers trained within the project activities and those who have not gone through the training process. This factor did not enable us to trace the impact of the acquired (the course of the training knowledge). However, analyzing the survey's results we can draw to some conclusions.

The teachers demonstrated a good understanding of their role and the importance of their better interaction with other stakeholders of educational process, and first of all, with the students. It is also clear that teachers in the specialty of "English teacher", taken as a specialty plot, within the framework of the EQAC project received sufficient benefit from conducting training with them. Thus, the high assessment of their attitude to students and teachers, the modernization of the educational process and adaptation to the current labor market is a clear example of their full openness to innovations applied in the field of education and training in ASPU as a whole.

## Annex 6: Report on students' trainings

### REPORT ON STUDENTS' TRAINING AT AZERBAIJAN STATE PEDAGOGICAL UNIVERSITY

#### 1. Objectives of the trainings

The overall purpose of the training is to meet the requirements and ensure that they participate in the application of these standards at the university. The detailed goals are below

1. Explain ESG Standards
2. Involve in processes related to the implementation of ESG Standards at the university
3. Bloom taxonomy
4. Work on Fishbone diagram
5. Bloom taxonomy

#### 2. Structure of the trainings

These were 3 days trainings:

Students' training was held within the project. Presenters in the meeting were vice-rector on educational affairs - Assos. Professor Eldar Aslanov and head of Quality Assurance Department – Assos. Professor Galib Sharifov. They have presented to foreign students about the essence of ESG Standards, learning outcomes, Bloom taxonomy

#### 3. Trainings and Presentations

The first training was held by vice-rector on educational affairs of ASPU - Assos. Prof. Eldar Aslanov. He gave a detailed presentation about significant educational change and reforms in European University and next training he presented the essence of ESG Standards and its importance in our education system. Presenter in Last training is head of quality Assurance Department – Assos. Prof. Galib Sharifov. He gave detailed information about Fishborn and Bloom Taxonomy.

Within training the students were asked about the primary abilities of students and in our modern world what changes they intend to make, which properties of the being teacher should be changed or reformed. Students actively share their opinions about the stage of Bloom Taxonomy and its organizing issues in auditoriums as well as in schools. Students talk the teacher of which discipline should change their strategy organizing lesson.

As a result of this training, students are informed student-centred approach in class and its advantage over the teacher-centred method. Besides, students were notified of the importance of implementation of Analysis and Synthesis within Bloom Taxonomy. Fishbone plays a key to make and prepare a strategy to reach the goal.

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## **Annex 7: Report on student survey**

### **REPORT on STUDENTS' SATISFACTION SURVEY**

at

### **AZERBAIJAN STATE PEDAGOGICAL UNIVERSITY**

#### **1. A goal of the survey**

The goal of the students' satisfaction survey was to find out the outcomes of the students' training held at the ASPU on the 5th December, 2019. The training covered the learning process issues such as the role of the students in quality assurance, application of the new learning methods, guidelines for individual student work, modern assessment methods, etc.

#### **2. Methodology**

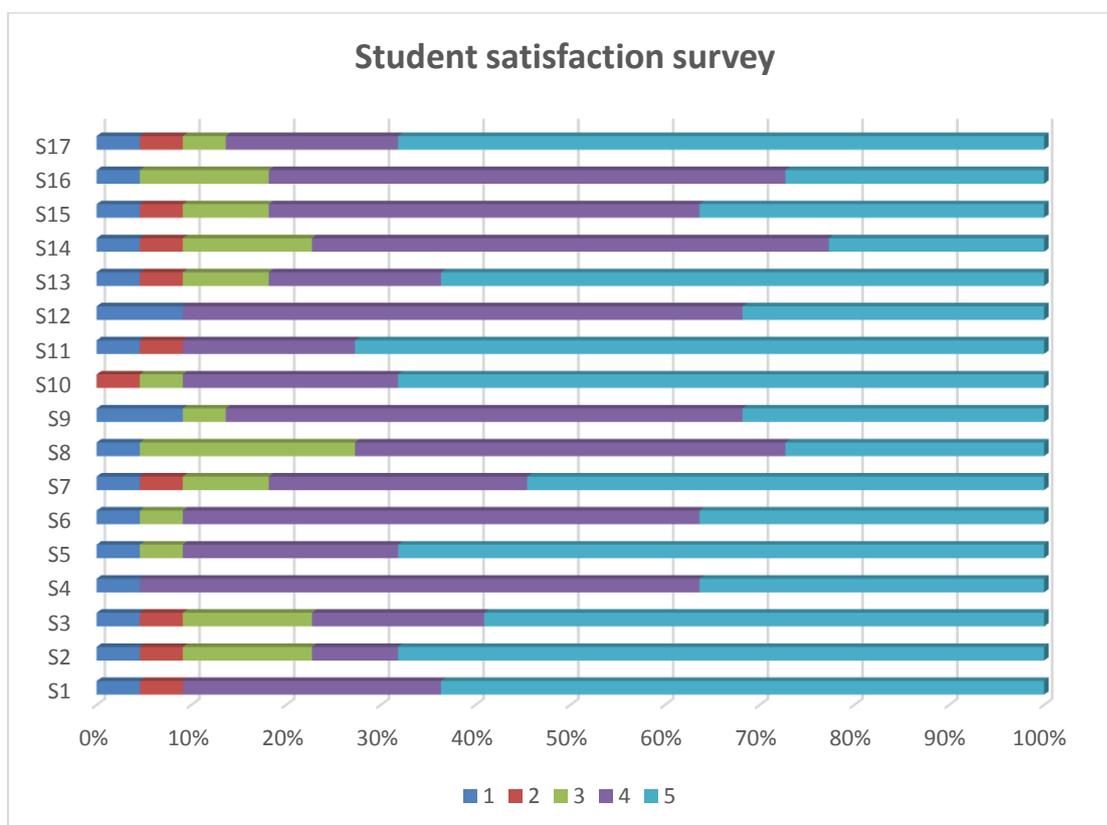
On-line anonymous survey was held among 250 students (both those who have attended the training and those who have not attended). The participants were offered to reply 17 questions, the majority of which (1-12) were related with the teachers' involvement and capabilities in learning process. The rest of questions were related to the students' feedback on availability and use of the university educational resources (13-14) and practical usefulness for the students of the acquired course (15-17). The results of the survey were entered into the database and analyzed using the EXCEL tool.

#### **3. Results**

The results of the survey were entered into the database and analyzed using the EXCEL tool. The survey participants were offered 5 options for answering each question (1 – Fully disagree; 2 – Agree; 3 – Neutral, 4 – Agree, 5 – Fully agree). Their answers were grouped by these five options and the percentages of answers to a certain questions were calculated. These results and corresponding diagram are shown below.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>S1</b>	4.55%	4.55%	0.00%	27.27%	63.64%
<b>S2</b>	4.55%	4.55%	13.64%	9.09%	68.18%
<b>S3</b>	4.55%	4.55%	13.64%	18.18%	59.09%
<b>S4</b>	4.55%	0.00%	0.00%	59.09%	36.36%
<b>S5</b>	4.55%	0.00%	4.55%	22.73%	68.18%
<b>S6</b>	4.55%	0.00%	4.55%	54.55%	36.36%
<b>S7</b>	4.55%	4.55%	9.09%	27.27%	54.55%
<b>S8</b>	4.55%	0.00%	22.73%	45.45%	27.27%

S9	9.09%	0.00%	4.55%	54.55%	31.82%
S10	0.00%	4.55%	4.55%	22.73%	68.18%
S11	4.55%	4.55%	0.00%	18.18%	72.73%
S12	9.09%	0.00%	0.00%	59.09%	31.82%
S13	4.55%	4.55%	9.09%	18.18%	63.64%
S14	4.55%	4.55%	13.64%	54.55%	22.73%
S15	4.55%	4.55%	9.09%	45.45%	36.36%
S16	4.55%	0.00%	13.64%	54.55%	27.27%
S17	4.55%	4.55%	4.55%	18.18%	68.18%



As can be seen from the table and the diagram, the vast majority of the students fully agrees or agrees (combined options 4 and 5) with the questions posted (more than 80% in average). They are satisfied with the degree of the **teachers' involvement in learning process and with their capabilities**, especially with regard to teachers' behavioral and time management skills, creation of a proper classroom environment enabling the students to actively participate in the discussions, express their views (96%). The students are also satisfied (91%) with the balance among all types of activities (theory, practice, tasks, etc.) The students noted the clarity of assessment methods and timeliness and objectiveness of assessment process (91%). They also emphasized that the results of independent assignment and colloquiums are thoroughly analyzed and added to their final scores, although the satisfaction with the teacher's support in provision of academic advice and professional techniques for testing the independent assignments was somehow low (73%). The students' satisfaction score for the questions **related to availability and use of the university educational resources** was around 80%, while the score for **the practical usefulness for the students of the acquired course** was

around 83%.

#### **4. Conclusions**

Due to the anonymous nature of the survey, it was impossible to distinguish the answers of the students trained within the project activities and those who have not gone through the training process. This factor did not enable us to trace the impact of the acquired (the course of the training knowledge). However, analyzing the survey's results one can "feel" a distinct change in approaches and attitudes of the students toward the teachers and students' role, their rights and responsibilities in the learning process, their relationships. All in all, the results of the survey show positive development in the students' comprehension of education process. They start understanding who are they in this process (the stakeholders), what they are expected to learn and to be able to do as a result of the learning process, how their abilities are to be assessed, how their role in the course design is to change once the traditional classroom setting is replaced by student-centered approach, etc.

**Annex 8: Updated program**

**Annex 9: Updated syllabuses – paper version will be sent to the coordinator and added as an attachment**

<https://drive.google.com/open?id=1JPvP2E27sD1EuGb0DaMItHVb7R5HIUKq>

**Annex 10: Approved teaching methods and assignments – paper version will be sent to the coordinator and added as an attachment in the syllabuses**

<https://drive.google.com/open?id=1JPvP2E27sD1EuGb0DaMItHVb7R5HIUKq>